

- **ROUTINE LINE UP.**

For students to develop intrapersonal competence, we select the routine “Line up”. As through this routine children learnt to control their behavior. In addition, students improve their social and civil competence. This routine is used for input and output of class and when the kids go and come back the playground. This routine is used in the classroom, in the corridor and in the playground. We will work this routine through a song, because it is a effective way so that children know what they have to do. The teacher will divide the class into three large tables to perform this routine.

Why we do this routine?

To help children control their behavior.

When children learn to control of behavior, we can say that exist a self-regulation.

This routine is related whit Piaget’s theory of egocentrism:

- Children go through intellectual development in its four proposed stadium.
- Children develop knowledge about himself and his environment, egocentric, but still hasn’t self-control over himself and his behavior.
- Egocentrism is visible in speech and games with rules.

To overcome egocentrism and being able to have a self-regulatory behavior, teacher should:

- Make clear the class rules
- Explain the reasons why we do something and not impose
- Speak positively (appreciation and evaluation phrases to the students).

Discurs Analysis

To begin with this routine the teacher start say **Stand up!** And she would move her hands down and up, she using pitch high and using an emblem and with eye contact. With this order children stand up. Them the teacher would go to first table and would help children to get one after the other, while she says **In line up!**, using pitch high and illustrator and eye contact. Children would form one line for each table maintaining the eye

contact. Later, the teacher would extend her arm with an open hand and would say **Stop!**, Using pitch high an emblem and eye contact. Then children would stop and would maintain eye contact. In this moment the teacher said **Make a line!** And she would take the first child of a line and would put child's hands on her waist. And would walk to the other table with these line, using illustrators and eye contact. Children would walk with the teacher in line. Next teacher would be out of the line and would take the first child of second table and would join these line with the other line, while she would say **Put together!**, and she would use emblems and eye contact. Later, the teacher said **Line up!** And she moves the arm forward and back and the paralinguistic are falling and rising intonation, the non-verbal language are eye contact, illustrators emblems and cue, at the same time, children walking with the teacher and they do eye contact. Later the teacher says **Everybody line up!** While she moves her arm from outside to inside, and she would use emblems, illustrator, cue and eye contact. The children walk with the teacher. Repeats the phrase **line up!** And then the teacher says **walk in your site!** And she punting her feet and she walks in her site. She would use emblems, illustrator, cue and eye contact. With these order the children would walk in their site trying don't step on other children. Later the teacher would say **Stop!** And she would extend her arm with an open hand. She using an emblem and eye contact. She using pitch high. Then children would stop and would maintain eye contact. Finally teacher said **Well done!** She raises her thumb finger using pitch high. She using emblem and eye contact.

Along the entire discourse analysis the function is regulatory and when she says line up also is informative because she says what to do.

The moves that teacher make is "your arm from outside to inside". The actor is teacher and the speech acts is "everybody line up", this is an emblem. Paralinguistic is "falling and rising". Non-verbal language is "eye-contact". The function is "regulatory".

Children walk until the teacher and walking with her in line.

The resource

The resource that we would use in these routine would be a vocal resource like ***well done!***. But for complement the routine we would can use other resource which helps us children autoregulen. Would be a poster of records, but to learn to register there is a learning process. First would use stamps if the children have done well in line, so they can see and understand. A week more less would do a count of the stamps, and would be moving to the posters of records, in which we would use stickers. The children here can see the register, and will understand that if you do good line may put a stickers.